Report of the

ACHIEVEMENT OF TRIBAL STUDENTS IN RELATION TO THEIR INTELLIGENCE, MOTIVATION AND PERSONALITY

(A Project Financed By N C E R T)

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"Achievement of Tribal Students in Relation to their Intelligence, Motivation and Personality."

INTRODUCTION:

Even after more than three decades of sustained effort on the part of the national government, tribals are living in inhuman conditions and subhuman standards. They maintain their separate world of isolated culture, customs and mores. Any effort to change their life pattern from without is considered to be an infiltration on their sacred domain. But this problem is a threat to the health of the nation, a blot on the fair name of our national prestige. This cannot be allowed for long. Tribals have to be brought to the main national stream of life.

Attention to the problems of tribal education was drawn as early as the year (1882-84) when Hunter Commission was referred to the problems of Indian education in general. Commission regretted the fact that the then Government of India could not be successful in educating the tribals. On this background the Commission forcibly recommended that Government should pay its attention towards the education of tribals. For the achievement of this aim Commission suggested the following measures.

- Tribal people should not be neglected and they should not be left on their own personal efforts in matter of educating their children. So, this is necessary that government should establish special schools for these people.

- Non-government schools, educating tribals should be encouraged.

- No fees should be charged from tribals in any school.

- Schools should be made the Centres of attraction for education for those tribals living around the school area.

- As far as possible teachers should be appointed from the same community.

- If any tribal language is competent for communication, if should be encouraged.

- These people should be educated in such a way that they may establish relations with civilised people near them.

- Teachers appointed for these institutions should be trained in short period in normal schools.

From Hunter Commission (1882-84) to Education Commission (1964-66) there must have been some progress in the direction of tribal education. But on reading the comments of the latter one hardly gets satisfactory impression. The Education Commission (1964-66) writes:-

It may be stated that there are several nomadic and seminomadic groups in the Country whose educational needs have been hitherto neglected almost completely. It is difficult to provide educational facilities to such groups. To the extent possible, such groups have to be assisted in developing more settled ways of living. This calls for a degree of fundamental reconnisation in their economy and their way of life and therefore, close study of their problems with a view to evolving solutions which will meet their needs and secure their cooperation.

The problem of denstified communities is small in magnitude, but extremely difficult. Patient work over years is needed. Provision of hostels where the children of these communities can live and grow up in a proper atmosphere is probably the best Solution in the long run.

Tribal people generally live in forest areas which are difficult of access and where conditions of life can be very trying. Some of them live in small concentration in the midst of a non-tribal population; but the larger proportion of tribal people live in areas which are predominantly in habited by the tribals themselves.

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In tribal areas situation becomes uniquely challenging becuase here is presented an ideal opportunity for an integrated development. In all these areas three tasks stand out above all others. These are, firstly, development of communities, secondaryly, transformation of the present systems of shifting cultivation into a developing agricultural economy.

Thirdly development of a system of education related to the scheme of economic and social development and responsive to the cultural and economic needs of the people.

To solve such different problems, there will be need of an intensive programme of parental education. Special encouragement should be given to the education of girls and this will not be ~~diffcult~~ difficult because women have a good status in tribal life. The teacher should be invariably conversant with the tribal languages. The medium of education in the first two of the school should be tribal language and books should be specially prepared in these languages for use at this stage. During this period, children should be given oral instruction in the regeonal language and their familiarity and command over it should be improved. By the theird year the regional language should be the medium of education.

It is necessary to improve the provision of educational facilities which are often very meagre. In very sparsely populated areas, Ashram schools will have to be established in large numbers. To attract children to schools and to hold them, the working and the programmes of the schools should be made to hormonise with the environment. Vacations and holidays should coincide with agricultual and forest operations. The school hours should be fixed to suit the children are required to do for their famililtes. These measures are needed for the rural population as a whole. But they are of special significance for tribal education. Moreover, the introduction of work experience and an emphasis on art education would attract the tribal children as would the teaching of folk songs, stories, and riddles. Tribal games and archery as well as tribal music and dances should be introduced as extra-curricular activities.

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For the development of the secondary education among these people, hostels are necessary. Careful arrangement should be made for giving personal guidance so that they will be able to perform better in comparison with non-tribal students.

Tribal students should be provided facilities for admission in higher classes. Scholarships should be given to such students who are studying in higher classes. The basic issue in the development of tribal life and education is the provision of leadership of the right type. To be able to do justice to the tasks and problems of tribal education, it is important that the Ministry of Education at the Centre and the Departments of Education in those states which have sizable tribal populations, shuold be equipped with special sections and units whose task it would be to study the needs of the tribal people and assist in developing educational systems best calculated to promote their welfare and evelopment.

The education of the tribal people is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.

The above account is a clear evidence that the life and education of tribal people have been a matter of national concern.

Though some light has dawned on their affairs, still they have not been able to be absorbed in the main stream of national life. Considering the magnitude of the problem, a few researchers have also studied various dimensions of tribal life and education. Relevant to the context are the studies of Bose (1963) ' A Socio-Psychological Study of the Adolescent Tribal children of West Bengal. Himalyan Regions

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for purposes of National Integration in relation to corricular Participation; Chattopadhya (1961) ' A Psychological study of Intelligence of Tribal and non-tribal children of Tripura; Kundu (1966) Differential Personality traits in Juvenile offenders belonging to scheduled tribes and other communities; Srivastava (1968) 'Education and modernisation among the Munda and Oraon of Rachi; Sharma (1971) ' A Study of Education in the Hilly Tribal areas of Jaunsar Bawar; Lakra (1976) 'Impact of Education on the Tribals of Ranchi District; Mubayi (1976) 'A Study of the Achievement motive of Secondary School pupils of scheduled Tribes of South Gujarat; Lyngdoh (1976) ' A Study of the Achievement motive, Fear of Failure, Concerns, occupational aspiration and family influence of the college Tribal and non-tribal boys and girls of Meghalaya.

Lakra (1976) studied the impact of Education on the tribals of Ranchi District. He studied mainly the the damages that have occured due to education in the tribal people, specially in their socio-economic and political spheres. The sample included the representative tribes, viz, the Mundas the Oraons and the Kharias. The data were collected with the help of mailed questionnaires from the educated tribals in the urban and rural areas of Ranchi district. Personal interview, observation and case study were the other methods through which the required data were collected.

Before the advent of the missionaries, the tribals groaned under the griddingheels of property and debt. The Christian missionaries, having conversion as the objective

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did some laudable efforts to spread education among the tribals and protected them from the clutches of money lenders. The education brought threefold benefits, viz, they got their land back, got emancipation from forced labour and had their self respect inforced. During the year 1857, the work of the missionaries was disturbed due to Sepoy mutiny, but as soon as peace was respred, it was taken up with double vigour. During the year 1863 more impetus was given to girls' education. Though Roman Catholic Church began its work late it spread a net work of schools, hospitals, and churches in the tribal in the tribal belt of Ranchi district. Conversion reached its peace in 1885. As tribal language was not the medium of instruction, tribals began liking English and forgot their own dialet. By and by they developed a taste for western music and dance and neglected their own heritage of music and dance. The standard of living rose with the level of education, but the economic status did not rise proportionately. Education made them free from poverty, ignorance, social taboos and superstition. Even though the tribals went upto high schiil only, there was a change in their outlook of life, They picked up clean habits about food, shelter, dress and the habits of discipline, thrift, hardwork, etc. Gradually the tribals became education conscious and sent their children to schools.

Girls' education made a headway in the first quarter of twnetieth Century and they were admitted to co-educational institutions, The tribals graudually became politically conscious and their several associations into Adibasi Maha Sabha with the dawn of independence the educated tribals were at an advantageous position but they were in need of training

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for specific job skills and more education. The intelligentsia among the tribals are highly qualified in the fields of arts, science, medicine, technology, agriculture, law, etc. The less educated youth are gradually becoming deliquents because of various unwanted situations. The primarily agriculturalist tribals are gradually migrating to cities, neglecting agriculture tribal handicaft and traditional mode of living. Recently there has been a reawakening among more educated and brighter sector for the preservation of all the good in culture of the tribals.

Lal (1974) studied the educational progress and problems of scheduled caste and scheduled tribe college students in Rajasthan. The main objectives of the study were (1) to know the social background of the college students of scheduled castes and scheduled tribes, (2) to identify the types of colleges and the courses that drew the large number of scheduled castes/tribes students, (3) to identify the study habits, participation in extra-curricular activities, educational and occupational aspirations of the scheduled castes/tribe students (4) to examine the extent of exposure of mass media of communication, politicisation, their ideals, their outlook on parental authority, friendship circle, and experience of discrimination (5) to understand their impression about the status of scheduled castes, tribes, their awakness about reservation of jobs for them. Their evaluation of programmes that the government undertook for their welfare; (6) to find out whether hostels had made any impact on their life, (7) to understand the progress of education in their female population and (8) to know the impression of the

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teachers about the scheduled caste & tribe students including the difficulties faced by the heads of the institutions in this connection.

The sample consisted of 209 scheduled tribe students from Jaipur, Sawaimadhopur, Sikar, Kota and Bundi districts in addition to 233 scheduled caste students. The main findigs were :

i/ according to 1971 census report, a huge majority of scheduled tribes lives in villages,

ii/ the enrolment of scheduled tribe was low at each level of education,

iii/ the number of scheduled cate/tribe students was higher than that of other castes in arts and reverse was the situation in Science.

iv/ economic status and participation in extra-curricular activities immensly affected the study habits of schedued tribe students.

v/ a large proportion of scheduled tribe students participated more in sports/NCC other activities such as student unions, debates and other literary activities,

vi/ encouragement from home and fathers' education affected significantly the scheduled tribes

vii/ scheduled tribe students had awarness of the reservations for their jobs in government institutions.

Nayar (1975) studied the scheduled caste and tribe high schools in Kerala. The objectives of the present study were:

i. to assess the types and extents of educational problems of schduled caste and scheduled tribe school students.

ii. to make an objective evaluation of government policies for the education of scheduled caste and scheduled tribe students, and

iii. to suggest meaures to achieve better and quicker results with their implications to the present

policy and method of implementation. A sample of 193 scheduled tribal students were selected for the present study the addition to 243 scheduled caste students.

The study revealed that :

i. the majority of students of scheduled tribe were unmarried, older by two to three years for their standard and were most educated in their families;

ii. three - fourths of fathers of scheduled tribe students worked in villages;

iii. economically scheduled tribe students were in more comfortable position. Page 9

iv. more than one fourth scheduled tribe students studied three to four hours daily and this study habit was found to be promoted by better financial position, higher education and aspiration and nonparticipation in extra-curricular activities;

v. the repeaters in the class increased with the higher grade, and both stagnation and wastage were more among scheduled caste than scheduled tribe students;

vi. four-fifths of the scheduled tribe students found diffecult in following their teachers in few subjects;

vii. participation in extra-curricular activities was limited to debate and literary activities and was associated with aspication for white collar professions;

viii. the occupational aspirations were related to fathers' encouragement and education, and self suggestion;

ix. only fifteen scheduled tribe students were in hostels

x. nearly eight percentage of scheduled trine students considered the scholarship scheme as useful;

xi. nearly 79.2 scheduled tribe students considered the scholarship as inadequate.

Parvathamma (1974) studied the scheduled caste and scheduled tribe college students in Karnataka. The major aims of the study were:

i. to study the socio-economic background of the scheduled tribe students in addition to scheduled caste students and

ii. to see how it affected their performance , their feeling of social distance, their opinion about governmental facilities and finally their educational aspirations.

In all 109 scheduled tribe students were studied from Bangalore, Kolar, Mysore, Belgaum , Bijapur, Tumkur, Chitradurga and Dharwar districts. The study brought out the following facts:

i. scheduled tribe students remained in colleges more than the normal time required,

ii. A large number of them lived in village, where as the colleges were in towns. So they mostly stayed at hostels or studied as day scholars of the college was within their reach.

iii. Hostels were crowded.

iv. All the girls except one out of the fortynine, understudy, stayed with their parents.

v. They felt that their teachers were sympathetic.

vi. They were also aware of the reservation of jobs for them.

vii. They were exposed to mass media

viii. Some of them had experienced discriminations

ix. Some of them had friendship outside their caste.

x. Inspite of their higher education, they had to depend on their parents.

xi. Some of them agreed that their status has improved while others did not agree to it.

xii. They had some discontent about the amount and the disbursement of the scholarship.

xiii. There was no teacher from the scheduled tribe on the college staff.

Rajagopalan (1974) studied the educational progress and problems of scheduled tribe students alongwith scheduled caste in Karnatak. The study aimed at surveying the conditions of scheduled tribe students of eight districts of Karnataka. The author tried to assess the status of scheduled tribe students, their socio-economic conditions, their performance at school, their participation in other activities - social or political, their involvement with other groups, their feeling about social distance, etc. The researcher also tried to know the opinion of their teachers about their peformance. The schools of Manglore,Dharawar, Bijapur, South Kanara and Chitradurga were selected for studying the problems of scheduled Tribe students. In all 113 scheduled tribe students were selected for the study. Questionnaire and interview scheduleds were used for data collection.

The study revealed that :-

i. Thirty percent of the students lived in hostels while their parents lived in villages;

ii. economic condition of the students was uncomfortable.

iii. domestic work seemed to come in their way,

iv. most of the students felt the need for private tution.

v. home encouragement from parents was there

vi. the influence of mass media seemed very little;

vii. influence of and participation in politics was negligible;

viii. they were inspired mostly by national leaders.

ix. some scheduled tribe students complained that they were not getting scholarships due to their fathers' high salary;

x. most of them said that the amount of scholarship was not adequate.

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xi. the educational aspiration of scheduled tribe students was very high, yet in many respects they did not differ much from the scheduled caste students.

xii. they felt that though there was some improvement in their status it continued to be inferior to the while.

xiii. scheduled tribe students were more liberal in their outlook on marriage and friendship pattern than scheduled caste students.

Rath & Mishra (1974) also studied the scheduled tribe students alongwith scheduled caste students in Orissa. The major objectives of the study were:

i. to assess the types and extent of educational problems of scheduled tribe students alongwith scheduled caste stuents;

ii. to make an obbective evaluation of government policies for education of scheduled caste and scheduled tribe students and

iii. to suggest measures to achieve better and quicker results with their implications to the present policy and method of implementation.

In all 171 scheduled tribe students were selected for study alongwith 247 scheduled caste students and teachers.

The study revealed that :

i. the scheduled tribe students included Hindus (twenty eight percent) and Christians (twenty nine percent) and the rest belonged to other tribal religions;

ii. the scheduled tribe students usually had a poor economic and educational background;

iii. about seventy five percent of them lived in hostels and were in good terms with students from other communities;

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iv. ninety four percent felt that the scholarship amount was inadequate; many considered the educational facilities as inadequate; many considered the educational facilities as inadequate and not useful.

v. Scheduled tribe students understood their teachers less than the scheduled caste and felt neglected

vi. some scheduled tribe students believed that there was some kind of discrimination against them;

vii. eighty one percent did not want to go back to their family profession;

viii. only two to five percent teachers belonged to scheduled caste and scheduled tribes;

ix. some of ~~them~~ teachers considered these teachers as equally intelligent, poor achievement as being due to xxxxxxxxx poverty.

Sachichidanand (1974) studied education among college students of scheduled tribe in Bihar alongwith the Education of scheduled caste students. The major objective of the study were :

i. to compare the scheduled caste and scheduled tribe students and

ii. to identify the kinds of discrimination. The present study was a sociological survey. As many as 243 scheduled tribe college students were selected from the district of Patna, Ranchi Singhbhum, Santhal Pargana and Bhagalpur. The following were some of major findings of the study:-

i. Girl college students were twenty five percent were among the scheduled tribe.

ii. Three fourth of the students in both communities went in for arts course. Science claimed only seventeen percent,

iii. At college level the students were not much burdened by household duties and responsibilities

iv. Most of the students had high academic and occupational aspirations.

v. Most of them were exposed to mass media of communication.

vi. Bulk of the students were politicised.

vii. They had friends mostly from their own tribe

viii. Very few had expereiced discrimination.

ix. Most of them were aware of the reservation of government jobs for them.

x. Most of the teachers regarded their scheduled tribe students as inferior, the reason being the absence of conducive atmosphere at home.

Shah and Thaker (1974) studied the educational problems of scheduled tribe college students in Gujarat. The study was under taken to investigate the demographic characterstics and the socio-economic background of the scheduled tribe and scheduled caste college students of Gujarat and see how their education affected their aspirations and performance, life style , participation in curricular activities, Social outldok, attitude towards the government facilities and concessions and status and feeling and outlook on the

status of scheduled tribe and scheduled caste.

The study was conducted on a sample of 195 scheduled tribe and 205 scheduled caste students of first degree classes. Questionnaires and interview schedules were used as research tools. The major findings of the study were as follows:-

i. with the entry of scheduled tribe and scheduled caste students at the college level, education system had to cater to the needs of different socio-economic groups within the state.

ii. the governmental assistance for the education of the scheduled trine and scheduled caste students created inequalities of utilization between different sc/st groups within the state.

iii. as the scheduled caste/scheduled tribe students were largely the first generation educated motivated not by self or their family but by the governmental encouragement they were likely to lack strong motivation, ability, good study habits, good performance, required for study.

iv. The scheduled caste/schedule tribe students being exposed to a new typed social, economic and political environment felt shy of exposing themselves more to mass media and modernising their attitudes and behaviour and participated less in the politicisation process; they showed ambivalent attitudes in several areas and sought shelter in their traditional group ties by sharing rooms with members of their own tribe/ caste.

v. As these students came up sheltered under the governmental umbrella, the non st groups developed a negative attitude towards them, as a result the final assimilation of sc/st groups in the main stream of Indian social life began to face obstacl

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Singh, Pandey, Dube and Yadav (1974) conducted a study of scheduled tribe and scheduled caste students of secondary schools in eastern U.P. The study aimed at surveying the conditions of education among the scheduled tribe (st) and scheduled caste (Sc). The investigators tried to assess the status of st and sc students, their socio-economic background, their performance at school, their feeling of social distance, their views about special programmes for them and their teachers opinion about their inteligence and thereby tried to indentify the types of difficulties and obstacles faced by them.

The study covered 240 students of Deoria, Gorakhpur, Faizabad and Pratapgarh. The study revealed the following findings:-

i. Girl's education appeared to be in a very poor condition. Out of the 240 students only one was a girl. Literacy of the parents was also poor.

iii. Sixty eight percent of the students were in economically difficult condition.

iv. A major portion of student were found to do well at school inspite of adverse socio-economic background.

Singh, M.K. (1975) studied the educational problems of the scheduled tribe and scheduled caste students in Rajasthan. The major purpose of the investigation was to evaluate the extent towhich social legistation as well as other forces of modernisation were successful in eradicating sources of inequality and in generating a process of healthy growth of Indian society. Specific objectives were :-

i. to asses the status of sc/st school students of Rajasthan.

ii. to identify the kinds of discrimination and the types of difficulties they faced and

iii. to know the opinion of these students about the official measures taken for their better betterment.

The students were studied with respect of their demographic characteristics, family background, academic life, social life and outlook and the impressions of their teachers about them. Tribal students were selected from the districts of Sawai Madhopur, Banswara, Bharatpur and Tonk. In all 173 scheduled tribe students were studied alongwith 187 scheduled caste students.

The salient findings of the study were :-

i. Girls came for education in comparatively less proportion;

ii. Scheduled tribe and schedule caste students were of comparatively higher age.

iii. Awareness about scholarship was low.

iv. Heavy concentration ~~of~~ to arts subjects showed their lack of awarness of future prospects;

v. These students had low level of aspiration for technical and professional education.

vi. The tribal and scheduled caste students felt that they required coaching in their studies.

vii. The participation of these students showed their general lack of enthusiasm for co-curricular activities;

viii. Hostellers among these students were found to be more studious, hostellers participated more in co-curricular activities.

ix. These students did not have adequate exposure to mass media,

x. Although they had positive attitude towards governmental programmes, they expressed dissatisfaction with regard to implementation of these programmes, and

xi. In general teachers held that these students were low in calibre and performance .

Vyas and Chaudhari (1970) studied the incidence of drop out among tribal students. The major objectives of the study were :

i. to ascertain the extent and magnitude of wastage and stagnation amongst students belonging to scheduled caste, scheduled tribes and other castes.

ii. to analysis the factors responsible for wastage and stagnation in education among students. The study was conducted extensively and intensively The extensive study covered the primary stage of education in Kotra and Jhodol Panchayat Samitis. The intensive study covered primary, middle, secondary and higher secondary stages of education in a sample of schools in the same Panchayat Samities. Questionnarie was used for the extensive study, where as interview technique was used for the intensive study. Wastage was measured by calcualating the total number of dropouts, whereas stagnation was measured by the percentage ratio of the students who failed ina class to the total number of students who took the examination in the same class.

The important findings were:-

i/ In class I, the percentage of dropouts and stagnation among the students in Kotra Panchayat Samiti was very high compared to that in class I in Jhadol Panchayat Samiti in Kotra Panchayat Samiti. the tribals formed the majority, whereas in Jhodal Panchayat Samiti tribals and non-tribals were equal in number;

ii/ the diminution in number of students in class II onward was very pronounced in both the areas.

iii/ The gap between the number of boys and girls in each group widened in higher classes.

iv/ The incidence of dropout and stagnation occured among students belonging to scheduled tribes, scheduled Castes and other Castes and there was no evidence to show that it occured more amongst a particular group of boys and girls.

v/ At times, the percentage of dropouts and stagnation was found more among students of other castes as

to students of scheduled tribes and scheduled castes. (vi) In higher classes (Class VI to Class XI) the extent of stagnation was more and the incidence of drop out was not high. (vii) the parents of the scheduled tribe students were engaged only in agriculture, whereas the parents of scheduled caste students were engaged in agriculture and also in their traditional occupations.

Adiseshah and Ramanathan (1974) studied the educational problems of scheduled castes and scheduled tribes in Tamil Nadu. The objectives of the study were:

i. to collect reliable and relevant information to assess the types and extent of educational problems of scheduled tribe students alongwith scheduled caste students;

ii. to make an objective evaluation of the government policies for the education of scheduled caste and scheduled tribe students, and

iii. to suggest measures to achieve better and quicker results with their implications to the present policy and method of implementation. For this study, 174 scheduled tribe school students and 47 scheduled tribe school students were selected.

The study revealed that -

i. the literacy rate of scheduled tribe in the state was at 5.91 %

ii. the scheduled tribe students formed 68.8% of total enrolment at primary, 48.04 % at middle and 95.57 % at high school in sebected districts which accounted for 81.86 % of the total state population of scheduled tribes,

iii. the rate of school attendance seemed to vary inversely with the size of the tribe,

iv. out of 174 fathers, 115 had either school (N = 111) or College (N = 4) education,

v. students having higher aspiration and staying in hostels put in four or more hours of private study,

vi. inspite of high rate of repetition the rate of dropouts was low,

vii. they did not participate in co-curricular activities,

viii. girls students had clear educational and professional aspirations and unlike the boys did not find teaching as difficult,

ix. scheduled tribe students formed .07 % of university population and were comparatively late starters and repeaters and had higher representation of girls (56.9%) than boys (40.4%)

x. smaller tribes had proportionately higher College youth than the larger tribes,

xi. although majority reported of financial difficulties, only 6.4% were totally dependent upon state XXXXXX scholarship;

xii. a higher percentage of scheduled tribe students opted for arts courses; those who opted for science had repeatedly a comfortable financial position;

xiii the scheduled tribe studnts spent about four hours for private study;

xiv. the students followed lecture, were helped by teachers as well as mass media in learning and a majority of them planned to continue their postgraduate statues.

xv. girl students interviewed had never failed, aimed at postgraduation except one, and they wanted to become teachers.

Bose (1963) conducted a socio-psychological study of the adolescent tribal children of West Bengal Himalayan regions. The sample consisted of 1000 adolescent school going students of Nepali, Bhutea and Lepcha tribes reading in the hill towns of Darjeeling district. The study revealed that :-

i. the children belonging to middle socio-economic class and were found educationally backward, with religious communal feelings and not rigid inter-tribal group relations,

ii. they were found low in morale and fairly communal due to the wanted social need, flexible in the aspects of emotion and temperament and without any cognisable amount of economic frustration.

Chattopadhya (1961) conducted a psychological study of Intelligence of Tribal and non-tribal children of Tripura. The main purpose of the study was to compare the intelligence of tribal and non-tribal boys of school going age in Tripura measured through a battery of performance test. Sample consisted of 500 tribal and 500 non-tribal students. The following were some of the salient findings of the study:

1/ the tribal boys did not compare favourably as a group with the non tribal boys.

ii/ Both the groups were generally beackward.

iii/ consistantly higher score by tribal boys only on the Alexander's Passalong Test showed that the problem solving situation posed by this test might be more akin to the real life environment of the tribal boys than that of non-tribal boys.

iv/ only one significant factor which might be considered to be of the nature of 'g' was obtained by factor analysis.

The review of studies conducted in relation to tribal students and their problems shows that some very important variables have been grossly neglected by researchers. On analysis, it was found that problems related to their motivation intelligence and personality may be usefully studied with relation to their academic achievement. Hence the present problem was formulated for investigation.

Statement of the Problem:

The present study reads as "Achievement of Tribal Students in Relation to their Intelligence, Motivation and Personality".

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Operational definition of Key words used in the title :

Achievement: The word achievement means the total scores obtained in the annual examination by the students in different subjects offered by them.

Intelligence: The term intelligence stands for the scores achieved by the students on the culture Fair Intelligence Test (Catell).

Motivation: The term motivation means a person's interest, drives, strength of his sentiments and value system as measured by Motivation Analysis Test (Catell, 1964).

Personality: The term personality refers to fourteen dimensions or traits of personality as measured by High School Personality Questionnaire (Kapoor, 1970).

Objectives of the Study:

The following objectives were set for the present study ~~of~~ to achieve.

i. To study the academic achievement of Tribal students in relation to their intelligence.

ii. To study the academic achievement of Tribal students in relation to their motivational level.

iii. To study the academic achievement of Tribal students in relation to their personality pattern.

iv. To make suggestions how to improve the academic achievement of Tribal students.

v. To study any other psychological problems faced by Tribal students.

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Delimitation of the Study:

The present study was confined to a sample of 500 tribal boys of IX class and 400 tribal boys of XI class from secondary schools of Mirzapur district in Uttar Pradesh studying in the session 1980-81. Their achievement score was obtained from their previous annual examination e.i. Junior High School examination marks for IX class and High School marks for XI class students.

2.0 Methodolody:

The present study was a survey type study. The purpose of the study was to study the achievement of tribal students in relation to their intelligence, motivation and personality.

2.1 Sample of the Study:

The present study was conducted on a sample of 900 tribal students studying in the Intermediate Colleges and High Schools of Mirzapur districts in the session 1980-81. Out of 900 students, 500 students were selected from class IX, and 400 students from class XI. Tribal students were selected from the following institutions.

	Name of the Institution	No. of IX	No. of XI
1.	Government Intermediate College, Dudhi	100	75
2.	Higher Sec. School, Chopan	100	75
3.	Higher Sec. School, Ghorawal	70	50
4.	Intermediate College, Bindhamganj	50	75
5.	Intermediate College, Robertsganj	100	75
6.	Intermedaite College, Kone	80	50
	Total:	500	400

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The following tools were used in the study for data collection.

2.2.1 Motivation Analysis Test (M A T) by catell (1964) which has been edited by Kappor and Singh (1976) in Hindi. MAT is to be used for High School students and for Adult Age range. This test measures a person's interest drives, and the strengths of his sentiment and value system The whole test consists of four subtests. The first subtest is called'uses'and has 48 items. Each item has two alternative responses. Respondents have to choose one out of them. The second sub test is known as'Estimates'. It has 56 items. Each item has four probable responses out of which one is to be selected by the respondents. Third subtest is called 'Paried words'. It has 48 items. Each item has two probable responses out of which one is to be selected by the respondents.

MAT presents a unique advance, psychological measurement techniques in that it uses objective devices instead of the usual self evaluations, verbal preference, opinionnaire methods. It is the outcome of more than twenty five years of basic research examining the validity of over seventy different possible motivation strength indicators, suitable for individual or group testing. This battery uses four best test devices chosen for their effectiveness for either individual or group testing. In the psychologists language these are End-for-Means (Projection), Autism, Ready Association, and Means-End Knowledge; but on the test forms for the examinee, more inserutable and merely operational terms are used. These are uses, Estimates, Paired words, and Information, respectively.

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MAT measures ten dynamic structures which research to date has established to be representative and comprehensive in coverage of adult motivation. Five of the dimensions are basic drives (Technically ergs), and five are sentiment structures. The term ergs (or ergic-rhymes with allergic structures) is used instead of drives because the latter term drags in all manner of clnical and other assumptions about "instincts" etc; whereas the ergic patterns are experimentally demonstrable. In popular terms an erg is a drive or source of reactive energy directed toward a particular goal, such as fear, mating, assertiveness, etc. as listed in Table-1. By contrast, a sentiment is an acquired aggregate of attitudes, built up by learning and social experices, which like an erg is a source of motivation and interest. From among the known dozen or so sentiments factors, the five in MAT listed in Table 1 are chosen as the major interest attachments common to most people and most relevant to clnical, educational and occupational understanding of their lives.

TABLE -1.

The Ten Dynamic Structures Measured in M A T

1. Mating erg
2. Assertiveness erg
3. Fear (escape) erg
4. Narcism - Comfort erg
5. Pugnacity - sadism erg
6. Self concept Sentiment
7. Superego sentiment
8. Career sentiment
9. Sweet heart - spous sentiment
10. Home - Parental sentiment.

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The validity and reliability of each factor measure has been determined by research. First each of the factors has been discovered, as a unitary dynamic structure existing in typical adults in our culture. Then its pattern has had to be experimentally replicated, as a clear cut entity, across several researches on people of different age and background. Scales have been set up, using the four or more best objectives devices designed to measure each of the given factors with the highest possible validity and reliability. The reliability(or strictly consistency) has been measured by (a) Short term retest (i.e. as a dependability coefficient in the usual way) and (b) homogeneity coefficients.

A brief statement of validity and reliablity values is given here in Table -2.

TABLE -2.

RELIABILITIES AND VALIDITIES FOR TEN MAT SCALES (ATTENTION SCORING)

Dynamic Factor	Dependability Coefficients	Alpha Coefficients	Arbitrary Split-half	Stability coefficients.	Correlation between Factor Estimates
	1	2	3	4	5
Fear	.70	.58	.54	.48	.60
Mating	.66	.45	.49	.51	.69
Assertiveness	.64	.33	.47	.53	.53
Narcism	.60	.43	.43	.53	.53
Pugnacity	.51	.39	.33	.42	.72
Career	.53	.42	.37	.39	.66
Sweetheart	.74	.63	.58	.47	.76
Home-parental	.81	.65	.70	.65	.66
Superego	.67	.44	.50	.46	.61
Self-sentiment	.78	.71	.64	.69	.76

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~~Tools used for the study:~~

2.2.2 Cultural Fair Intelligence Test (Catell):

The Cultural Fair Intelligence Tests measure individual intelligence in a manner designed to reduce, as much as possible, the influence of verbal fluency, cultural climate and educational level. The tests, which may be administered individually or in a group, are non-verbal and require only that examinees be able to perceive relationship in shapes and figures. Each scale contains four sub tests, involving different perceptual tasks, so that the composite intelligence measure avoids specious reliance on a single skill.

There are three scales in the culture Fair series. Scale 1 was designed for use with children 4-8 years of age. Scales 2 and 3 are wholly group administratable. Table 3 shows the break down, item content and time required to administer any one form. Scales 2 and 3 each consist of four sub tests.

TABLE -3

Items and Time allotted to each sub-test in Scale 2 & 3

	No. of items	Time	No. of Item	Time
Test 1 Series	12	3 mins	13	3 minutes
Test 2 classification	14	4 "	14	4 "
Test 3 Matrics	12	3 "	13	3 "
Test 4 conditions	8	2½ "	10	2½ "
Total:	46 items	12½ mins.	50 items	12½ minutes.

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In the first subtest, the individual is presented with an incomplete, professive series. His task is to select from among the choices provided, the answer which best continues the series. The classification subtest differs slightly between scales 2 and 3. The individual is presented with five figures. In scale he must select one which is different from the other four. In scale 3 he must correctly identify two figures which are in some way different from three others. In the Matrices subtest, the task is to correctly complete the design or matric presented at the left of each row. The final subtest, conditions requires the individual to select from the five choices provided, the one which duplicates the conditions given in the far left box.

The main difference between the two scales is in difficulty level of the items. Scale 2 can approppreately be used with children as young as eight years and equally appropriately with older children and most adults. From age 13 or 14 onward either scale 2 or scale 3 could be employed.Scale 2 is usuable in all cases, but greater refinement in the higher intelligence ranges is obtained with scale 3 because of the higher difficulty level of the items in this scale. Scale 3 would be called for with College students and with other individuals considered generally higher in ability level.

Reliability and validity:

Tables 3.1 and 3.2 show the reliabilities of scale 2 and 3 respectively. Reliability requires that a test be consistent. Since no single index of consistency is likely to satisfy all possible uses to which the test will be put, three separate methods evlation are given. The first method evaluates consistency in item content, while the second evaluates consistences across the two parts or each test. The third method evaluates consistency in test scores over time. All coefficients are quite high and have been evaluated across large and widely diverse samples.

Validity: Conceptual and concrete.

Table 3.3 and 3.4 summanze the information regarding the validity of the two scales. In each case, two approaches to validation are illustrated. The first evaluate how well the test measures the pure intellignece factor which it was

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designed to measure the figures shown in both Tables 3.3 and 3.4 and average correlations across independent factor analysis and across cultures. The second half of each tanle shows the average correlation of the culture Fair Scales with other measures of general intelligence some non-verbal, others substantially verbal in content.

Table 3.1

Reliability of the Culture Fair Test Scale 2.

Method of Evaluation	Average Reliabilities Across Samples		Description of Sample
	Full Test (A+B)	Short Form (A)	
CONSISTENCY OVER ITEMS (calculated by a variety of methods including split-half and appropriate internal con sistency formulas)	.87	.76	3999 males and females (elementary junior high, and high school students job corps groups, and other adults through age 60)
CONSISTENCY OVER PARTS (interform correlations correlated to appropriate length)	.80	.67	832 males and females (junior high and high school students job corps groups)
CONSISTENCY OVER TIME (immediate test-retest correlations)	.84	.73	650 males and females (elementary and junior high school students)

Table 3.2

Reliability of the Culture Fair Scale 3

Method of Evaluation	Average Reliabilities Across Samples		Description of Sample
	Full Test (A+B)	Short Form (A)	
CONSISTENCY OVER ITEMS (calculated by a variety of methods including split-half and appropriate internal consistency formulas)	.85	.74	1477 males and females high school and college students)
CONSISTENCY OVER PART (interform correlations corrected to appropriate length)	.82	.70	402 males and females (high school students)
CONSISTENCY OVER TIME (test-retest correlations time interval varying from immediate to one week)	.82	.69	1323 males and females (high school and Colle students)

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Table 3.3

Validities of the Culture Fair Test scale 2

Method of Evaluation	Aveage Validities Across Samples Full Test (A+B)	 Short Form (A alone)	Description of Sampl
CEPT VALIDITY rect correlations with the e intelligence factor)	.85	.81	660 males and females (students and job corps groups)
CRETE VALIDITY rrelations with other tests genral intelligence, includ- the GATB, WAIS, Otis, gressive Matrics, DAT, Standford- et, and XXXXX WISC).	.77	.70	523 males and females (students and adults)

Table 3.4

Validities of the Culture Fair Test :Scale 3

hod of Evaluation	Average Validities Across Samples (Full Test) (A+B)	 Short Form (A alone)	Deeceiption of Sample
CEPT VALIDITY rect correlations with the e intelligence factor)	.92	.85	702 male and female students
CRETE VALIDITY rrelations with other tests general intelligence cluding the Otis, SAT, and telligence Structure Test)	.69	.66	673 males and females (students and young adults)

2.2.3 The Jr. Sr. High School Personality Questionnarie (HSPQ) (Adapted in Hindi by Kapoor, 1970)

The HSPQ is a standardadised test that can be given within a class period, to single individuals or in groups to yield a general assessament of Persoality development. The HSPQ measures fourteen [illegible]

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distinct dimentions or traits of personality which have been found by psychologists to come hear to covering the total personality. By working with these fourteen scares, the psychologists can obtain predictions of school achievement, of vocational fitness, of danger of delinquency, of likelyhood of leadership qualities, of need for clinical help in aviding neurotic conditions, etc. The reading level of the test is adapted to ages 11 or 12 through 18 years.

Table -4

BRIEF DESCRIPTION OF THE FOURTEEN HSPQ PERSONALITY FACTORS

LOW STEN SCORE DESCRIPTION (1-3) A boy or girl with low score is:	ALPHABETIC DESIGNATION OF FACTOR	HIGH STEN SCORE DESCRIPTION (8-10) A boy or girl with high Score is:
RESERVED, DETACHED, CRITICAL, ALLOOF, STIFF	A	WARMHEARTED, OUTGOING, EASY-GOING, PARTICIPATING
LESS INTELLIGENT, CONCRETE THINKING OF LOWER SCHOLASTIC MENTAL CAPACITY	B	MORE INTELLIGENT, ABSTRACT THINKING? BRIGHT, OF HIGHER SCHOLASTIC MENTAL CAPACITY
AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASITY UPSET, CHANGEABLE OF LOWER EGO STRENTH	C	EMOTIONALLY STABLE, MATURE FACES REALITY, CALM, OF HIGHER EGO STRNTH(not the same as "egotistidial")
UNDEMONSTRATIVE, DELIBERATE, INACTIVE STODGY, PHLEGMATIC	D	EXCITABLE, IMPATIENT, DEMANDING OVERACTIVE, UNRESTRAINED
OBEDIENT, MILD, EASILY LED, ACCOMODATING, SUBMISSIVE	E	ASSERTIVE, COMPETITIVE, AGGRESSIVE, STUBBORN, DOMINANT
SOBER, TACITURN, SERIOUS	F	ENTHUSIASTIC, HEEDLESS, HAPPY-GO-LUCKY
DISREGADRS RULES, EXPENDIENT, HAS WEAKER SUPEREGO STRENTH	G	CONSCIENTIOUS, PERSISTENT, MORALISTIC, STAID, HAS STRONGER SUPEREGO STRENGTH
SHY, TIMID, THREATSENSITIVE	H	ADVENTUROUS "THICK-SKINED", SOCIALLY BOLD
TOUGH-MINDED, REJECTS ILLUSIONS	I	TENDER-MINDED, SENSITIVE, CLINGING, OVER-PROTECTED
ZESTFUL, LIKES GROUP ACTION	J	CIRCUMSPECT INDIVIDUALISM, REFLECTIVE, INTERNALLY RESTRAINED
SELF-ASSURED, PLACID, SECURE COMPLACENT, UNTROUBLED	O	APPREHENSIVE, SELF-REROACHING, INSECURE, ORRYING, GUILTPRONE
SOCIABLY GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER	Q_2	SELF-SUFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL
UNCONTROLLED, LAX, FOLLOWS OWN URGES, CARELESS OF SOCIAL RULES, HAS LOW INTEGRATION	Q 3	CONTROLLED, SOCIALLY-PRECISE, SELF-DISCIPLINED, COMPULSIVE, HAS HIGH SELF-CONCEPT CONTROL
RELAXED, TRANQUIL, TORPID, UNFRUSTRATED, COMPOSED	Q4	TENSE, DRIVEN, OVERWROUGHT, FRUSTRATED, FRETFUL

Scores on Factors D, O, and Q4, while scoring lower than average on Factors C, H, and Q3. The neuotic child shows this same anxiety pattern. In addition, thogh, he tends to have an above-average score on Factor 1 and below-average scores on E and F.

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2.2.4 Achievement scores:

For achievement scores of XI Class students, their High School Boards examination ~~marks~~ marks were studied. In the same way Jundor High School Marks of students studing in IX class were studied in relation to their peonslity, motivation and intellignce. Since these examinations are public examinations, their marks may be treated as more reliable than home examination marks.

2.3 Statistical treatment of the data:

Since the present study was mainly a correlational study, main statistical measure adopted for the purpose was correlation. Means, standrd diviation were also computed to have a meaningful interpretation o f the data obtined through the above instruments and test was also applied to study the significance of difference between High achievers and low achievers on fourteen personality factors. Twenty five percent high achievers were compared with twenty five percent low achievers on fourteen personality dimensions.

3.0 Results, discussion and Interpretation:

3.1 Academic achievement of XI Class Tribal Students in relation to their personality:

Names of all the 400 XI Class tribal students were arranged in order of merit. As many as 25% high achievers and 25% low achievers were selected for comparision on the 16 factors of personality. The following Table presents a picture of personality profiles of the two groups with the t values, between their means and standardrd divation.

Table : 3.1 Significance of difference between the means of High achiever XI Class Tribal students and Low achievers on 16 P.F.

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P.F.	Low Achievers		High achievers		t
	N=100		N=100		
	Mean	S.D.	Mean	SD	
A	09.84	3.27	08.57	2.49	4.24 XX
B	05.27	2.29	05.31	2.23	1.08
C	12.25	4.53	12.69	3.45	0.71
E	12.08	3.33	11.47	3.64	1.11
F	12.40	3.81	11.10	3.92	2.16 X
G	13.70	3.32	13.57	3.18	0.25
H	14.75	3.88	14.88	3.87	0.21
I	10.55	2.94	10.33	3.12	0.34
L	10.40	3.33	10.99	2.83	1.22
M	12.08	3.33	11.28	2.77	2.42 X
N	10.25	2.61	09.17	3.18	2.36 X
O	11.33	3.69	11.06	3.63	0.48
Q1	09.57	2.64	09.26	2.31	0.72
Q2	09.32	3.18	09.35	3.00	0.61
Q3	11.82	3.03	12.78	2.95	2.08 X
Q4	10.71	3.45	11.15	3.75	0.80

Note : XX = Significant at .01 level and X = Significant at .05 level

The above table makes it clear that mean difference between low achievers and high achievers on factor A is significant at .01 level of confidence. The mean values low achieving and high achieving groups on factor A are 9.84 and 8.57 respectively. I t means low achievers are more worm herted, easy going, participating in comparision to high achievers. From the above table it is also clear that low achievers differ significantly on higher achievers on factor 'F'. The means of low achievers and high achievers on this factor are 12.4 and 11.1 respectively which indicate that high achievers tend to be more sober, prudent, serious in comparision to low achievers. This may be due to their

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sense of achievement. High ~~achievement~~ achievers must be getting more appreciation, feeling more secure and accepted by teachers and supervisors. The table also reveals that low achievers significantly differ from high achievers on personality factor 'M' at .05 level. The mean values of the two groups show that high achievers tend to be more practical, careful, conventional, regulated by external realities in comparision to low achieving group. Low achievers believe in ~~imaginary world~~ imaginary world and are careless of their practical matters which causes poor achievement and frustration in their life. The finding of the study is agreement with common observation of students. High achievers are generally, practical, careful, rub bound and disciplined. This is because they are generally confined to their would of work and follow rules.

Factor 'N' also significantly discriminates between high achievers and low achievers. The mean value of low achieveing group is greater than high achieving group which implies that low achieving students are more calculating, polished, worldly and shrewd. On the other hand high achievers are more sentimental and moving towards 'simplicity' and trust in accepted values. High achievers are significantly higher than the lower achievers on factor Q3 which indicates that high achievers relatively more controlled, socially precise in comparison to low achieving group. Low achievers tend to be uncontrolled, indisciplined.

The two groups do not differ significantly on factor 3 (less intelligent Vs more intelligent) C (lower ego strength Vs higher ego strength). E (humble Vs assetive); G (weaker Super-ego strength Vs stronger super-ego-strength);

H (shy vs venture some); I (touch minded vs tender minded) L (trusting vs suspicious); O (placed vs apprehensive); Q1 (conservative vs experimenting); Q2 (group dependence vs self sufficient); Q4 (relaxed vs tense). Both the groups, achievers and low achievers are not discriminated on these factors.

Tribal students and General population:

For studying the deviations of these tribal groups (High and low achievers) from general population on 16 P.F. the raw scores obtained by the subjects have been converted into stens with the help of norm table (Kapoor 1970). Table 3.2 shows the 16 P.F. Profiles in stens for low and high achievers; values are in stens 5.5 fixed as the general popluation average. Values above 6.4 and below 4.6 are underlined to emphasise that they differ significantly from general population.

Table 3.2

The 16 P.F. Profiles (in stens) of High & Low achievers

	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
rs	3.33	2.7	4.6	4.9	3.72	6.03	5.93	6.16	6.3	5.17	6.56	5.9	5.08	5.06	5.46	4.47
s	4.7	3.78	4.2	4.6	3.36	6.31	6.03	5.93	6.46	4.81	5.76	5.29	5.35	5.37	6.2	4.7

Lower achieveing Tribal students and General Population

Table 3.2 revels that lower achieving tribal students were significantly lower on factor B.C.F. and Q but they are significantly higher on factor N. Tribal students were found comparatively less intelligent than general population. It means that the group of tribal students are less competent in handling abstrct problems. It also shows that this tribal group tend to be emotionally less stable, easily upset, changeble (c-) when compared to the general population. The table shows that tribal

students indicate tendency towards Desurgency (F-). It means they tend to be sober, prudent, serious and dependable persons. Education might have made them sober, gloom, serious instead of enthusiastic and happy-go-lucky. It is also clear from the above table that students of this tribal group show a tendency towards low ergic tension (Q4-). The best general interpretation of Q4 is that it presents the level of excitement and tensions representing undischarged and partly uncontrolled libido, (Cattell, 1962). Lower score on this factor shows that the tribal educated youths are moving towards phlegmatic and composed behaviour, on the other hand this table shows that tribal students stand significantly higher than general population on factor N which presents them shrewd, worldly and socially aware (N+). The present table shows that this tribal group does not differ significantly on factors A (reserved Vs outgoing); E(humble Vs assetive) G(weaker super-ego-stength vs stronger Super-ego-stength); H (shy vs ventive some); I(tough minded vs tenderminded); L(trusting Vs suspicious); M(Practical Vs imaginative); O (placid vs apprehensive); Q1 (Consovative vs experimenting); Q2(group dependent vs self sufficient) and Q3 (Undisciplined vs controlled) when compared with general population with respect to the above personality traits.

3.2 High achieveing Tribal students and general population:

Table 3.2 revels that high achieving tribal students are significantly lower on personality factor B.C. and F while they are significantly higher on factor E. If suggested that tribal students of this group are less intelligent (B-) emotionally less stable (c-) than the general population. They also show tendency towards desurgency (F-) which implies that tribal students of this group tend to be

sober, serious, taciturn and dependable persons. These students ultimately progress towards Desurgency. Desurgncy is'soberness ' and cautious rather,than depression. Tribal students of this group are more jealous suspicious, withdrawn, brooding and hard (L+) in comparision to general population. This table reveals that these tribal students do not differ significantly on personality, factors: A, E, G, H, I, M, N, O, Q1, Q2, Q3, Q4.

,-- Personality factors of High and Low achieving Tribal studentsof class IX.

Out of the sample of 500 tribal students of class IX, 25% high scores and 25% low achievers were selected for this part of study. In order to study the magnitude of scores by these two groups of tribal groups, the raw scores were tabulated for the calculation of means and standard deviations on sixteen personality factors. The t test was used to test the significance of difference between the means of high achievers and low achievers. Results thus obtained are shown in the following table.

Table 3.3.reveals that the mean difference between the high and low groups on factor B is significant .05 level. The mean value of high achievers and low achievers on factor B are 7.78 and 6.60 respectively. It suggests that -

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Table 3.3

Significance of difference between High and Low achieveing Tribal students of class IX.

Personality Factors.	High Achievers		Low Achievers		T-Value
	Mean	SD	Mean	SD	
A	08.54	2.62	09.00	2.62	0.87
B	07.78	2.28	06.00	2.44	2.50 X
C	13.16	4.04	14.30	3.45	1.50
E	12.00	4.41	12.24	3.20	0.36
F	12.50	4.23	11.82	3.48	0.87
G	13.32	3.48	11.80	4.06	2.01 X
H	12.98	5.30	14.04	3.75	1.37
I	09.88	3.18	10.44	3.15	2.46 X
L	10.42	3.27	09.66	3.03	1.20
M	12.46	3.70	12.14	3.40	0.45
N	60.34	2.64	09.92	2.99	1.05
O	10.44	4.14	10.51	4.27	0.4
Q1	10.26	3.16	09.60	2.76	1.11
Q2	11.02	3.00	11.30	2.98	0.47
Q3	11.44	2.76	11.70	2.73	0.96
Q4	10.94	4.30	11.30	3.77	0.49

Note: Significant at .05 level.

High achievers are more intelligent than the low achievers. It is also evident from the above table that high achievers are significantly higher on personality factor G in comparision to low achieving students. The mean values, of both High and Low groups are 13.32 and 11.80 respectively. It implies that high group is more conscientious and has stronger super-ego strength in comparison to their counter part.

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Factor G is indicative of self-control rather than emotional behaviour and characterised by energy and persistence on the whole. It seems that this f actor best depicts regard for noral standard and restrained which are most frequently regarded as marks of super-ego-strngth. Facøtor I also discriminates the high achieving tribal students from the low achieveing group. It means that high achievers tend to be more practical, realistic, independent, but skeptical of subjective, cultural elaborations (I -) while low achieving group is found comparatively more tender minded, dependent, sensitive and less practical.

Tribal students and General Population:

For studying the variation of these groups (Tribal students with high and low academic achievements) on personality factors from the general population, raw scores obtained by the subjects have been converted into sten scores with the help of norm table (Kapoor, 1970) values shown in the table 3.4 are in sten, 5.5 fixed as the general population average values above 6.4 and below 4.6 are underlined to emphasise that they differ signigicantly from general population (Cattell, 1957 scheir and Cattell, 1961).

As is evident from the table tribal students of both the groups are signigicantly lower on factor F when compared with general population. This implies that tribal students are Desurgent (F-) meaning thereby that they are relatively more sober, prudent, serious and taciturn in comparison to general population. Table also reveals that tribal students are higher on factor N (Forthnight vs shrewd) in comparison to general population. One may conclude here that the impact of modern education has made these youths calculating polished, socially alert (N+) and perhaps devoid of natural

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warmth and liking for people. This indicates that shrewdness has become the rule of the day in sutdents of these groups. It is also clear from this table that higher achievers of these students are more shrewd, calculating, ambitious than low achievers. High achieving tribal students are lower on factor 'C' when compared with general population. It means that the students of the groups are emotionally less stable and rule bound. On factor B low achieving [illegible] group is lower than the general population. This makes it clear that low tribal group is mentally inferior to general population.

Table 3.4

The 16 P.F. Profiles (in stens) ofIX class tribal students of High Achievement and Low Achievement.

roups	A	B	C	[illegible]	F	G	H	I	L	M	N	O
igh Gr.	4.64	5.06	4.38	4.8	4.1	6.08	5.28	5.32	6.12	5.56	6.64	5.32
ow Gr.	4.62	3.76	5.00	4.9	3.48	5.3	5.78	6.00	5.78	5.32	6.41	5.18

roups	Q1	Q2	Q3	Q4
igh Gr.	5.56	6.16	5.28	4.94
ow Gr.	5.18	6.26	5.42	4.98

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3.2 Relationship between Achievement and Motivation of Tribal Students:

Relationship between the achievement of tribal students was studied with their score on M A T. For this part of the study achievement scores were obtained from the previous annual examination, that is, the cores of high school examination were obtained for the XI Class students and JHS Examination scores were obtained for IX Class students. The [illegible] correlation coefficients were completed separately for IX and XI students between academic achievement and Motivation Score. The result is given in the following table.

Table

Class	Achievement Mean	Achievement S D	Motivation Mean	Motivation S D	r A M
IX (N=500)	133.48	26.92	184.85	17.06	0.16
XI (N=400)	117.55	15.19	186.08	13.72	0.04

The above table shows that the achievement of tribal students of both the groups is positively related with their motivation but the value of relationship is very low. Statistically it indicates that the only 0.127 % varance of achievement can be predicted by the motivation score of XI class tribal students and in case of IX class students 2.66 % variance of their achievement can be predicted by their motivation score.

Achievement motive of tribal students was studied by Lyngdoh, (1976) and Mubayi (1976), but these studies have correlated their n Ach with other variables. For example Lyngdoh studied the b Ach of tribal students of

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Meghalay, in relation to their Fear o f failure, concern occupational aspirations and family influence. Main findings of the study were that n Ach of tribal studnts did not differ significantly from the n Ach of non-tribal students.

Occupational aspiration had inverse relationship with n Ach. The occupational aspirations of tribals and non-tribals differed significantly. Aspiration of girls was higher than that of boys. The main findings in Mubaui (1976) study were pupils in the mon -tribal schools had a higher n Ach level than those in the tribal schools. Non-tribal pupils in the tribal schools scored significantly higher on n Ach than the non-tribals in the tribal schools. The mean n Ach of non-tribal in the non tribal schools was higher than that of any other groups. The environment of the school and not the cultural background was found to be the factor influencing their n Ach level. A constant increase in n A_ch of tribal pupils going through the higher classes of the tribal schools was evident. The same was true for tribal and non-tribals in the non-tribal schools. The n Ach level of pupils from rural schools was higher in the case of non-tribal pupils. the pupils from the urban non-tribal schools revealed a higher n Ach than the rural non-tribals schools.

3.3 Relationship between Achievement and Intelligence of XI and IX class tribal students.

As stated earlier the achievement score of tribal students were obtained from their previous public examinations, that is High $S_c$hool examinations marks were obtained for XI Class tribal students and JHS examinations marks were obtained for IX Class tribal students. Intelligence scores were obtained through culture fair Intelligence Test (Cattell). The results of this part of the study is presented in the following table.

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Table

Relationship between Achievement and Intelligence of IX and XI Class tribal students.

	Achievement		Intelligence		r A I
Class	Mean	S D	Mean	S D	
IX	133.48	26.92	15.70	5.06	0.32
XI	117.55	15.19	19.30	4.81	0.09

The above table shows that academic achievement of IX class tribal students in positively related with the achievement of these ~~students~~ students. Though the value of relationship is very low. The 0.32 value means that only 10.49 % variance of the achievement can be predicted by the intelligence of tribal students, The academic achievement of XI Class tribal students is also positively related with their intelligence but the value of relationship is very low. The value o f .09 means that only .78% variance in the achievement of tribal students of XI Class can be predicted by their intelligence score.

No study has been conducted which is directly related with the present study. But several studies have investigated the intelligence of tribal students. Chattopadhya (1961) compared the intelligence of tribal students of Triputa with that of non-tribal students. He found that tribal boys did not compare favourably with non-tribal boys. Jai Prakash (1972) has also studied the mental ability of tribal high school students of Madhya Pradesh. He found that urban students had higher intelligence than tribal students.

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Patel (1975) investigated motivation and school achievement of talented students. He found, Academic achievement varied directly as a function of the degree of talent in boys and girls. Talented boys differed significantly from average and below average boys in respect o f motivation. Talented girls differed significantly from average and below average girls in respect of motivation. Seetha (1975) studied the psychological factors that influence the academic achievement of students. She found High achievers possessed superior intelligence. Sinha (1967) studied intelligence in relation to academic achievement of school students. His findings were : Intelligence and academic achievement were significantly related Academic achievement was found to be positively and significantly related to achievement motivation.

Srivastava J.P. (1974) studied the effect of personality characteristics on the academic achievement of boys of X Class. He found :

i. Personality traits of reserve outgoing and less intelligent - more intelligent were significantly related with academic achievement.

ii. Personality traits of shy-venturesome, expedient conscientious and undisciplined - controlled were significantly coorrelated with academic achievement

iii. Traits of tough minded - tender minded, phlegmatic excitable, relaxed - tense were negatively and significantly correlated with academic achievement

iv. Academic motivation was found to influence the academic achievement.

v. High and low achievers differed significantly on the traits of reserve-outgoing, less intelligent more intelligent, phlegnatic-excitable, expedient conscientious, shy-venturesome, tough minded-tender minded, undisciplined and controlled and relaxed tense.

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Srivastava, G.P. (1976) found :-

1. Reserved, intelligent, submissive, adventuresome, zestful, tenderminded and high strength of self sentiment were the typical personality acharacteristics of high achievers (first divisioners).

ii. Intelligence, adventuresome, tenderminded, jestful and high strength of sentiment remained the distinctive features of second divisioners

iii. Sizothymia and submissiveness were the factors which discriminated first divisioners from second divisioners.

iv. Out of the fourteen personality factors only seven factors, namely, A B E H I J and Q3 differentiated high achievers in arts group from general population.

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Conclusions & suggestions:

1. Since the intelligence of the tribal students has very low relationship with their achievement, other non-intellectual factors might be influencing their achievement. Non-intellectual factors might be family background, educational and ecological factors. Their socio-economic status must be influencing their achievement.

2. Since the motivation of the tribal students is lowly related with their achievement, it may be hypothesised that other non-motivational factors must be affecting their achievement. Their financial resources, books, and other resources, socio-economic status must be influencing their achievement to a greater extent.

3. There is no major divergence of tribal students on the 16 personality factors from the general population It means that their personality profiles are almost like the profiles of general population.

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Suggestions:

In order to improve the academic achievement of tribal students, their standard of living should be improved. Their parents must be given some orientation so that they might provide educational facilities to their wards/children. This suggestions is made on the basis of the result of this study which discloses that "Intelligence and motivation of students play meagre role in determining the achievement of the tribal students.

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